

CAREER DEVELOPMENT ACTIVITY #17



Title: Increasing Career Options Through Education/Lifelong Learning Career Futures

Standard 8001.01: The student will develop self-knowledge and skills related to the world of work and occupations.

Objective .0101: Acquire self-knowledge related to education and occupation exploration.

Objective .0102: Understand the role of work and society.

Objective .0103: Recognize the effects of changing gender roles on occupations.

Objective .0104: Identify and utilize the decision making/problem solving process.

Standard 8001.02: The student will explore applied technology education and related occupations.

Objective .0205: Apply economic concepts to personal and workplace experiences.



Standard 8001.03: The student will utilize occupational information in the career planning process.

Objective .0302 Locate and use occupational information.

Objective .0304 Engage in the career planning process

Time: 45-50 minutes

Materials:

- % Computer Lab – *Career Futures 2002* (only versions 2001 or newer will include this activity) installed for student use at individual stations.
- % Recording of “Pomp and Circumstance” (the graduation march)
- % Overhead and Transparencies or LCD projector
- % Student “Chart Your Future” posters. 
- % Student Record Book 
“Your Guide to Flight School” RB 46 (Teacher copy CD 17. 6)

Rationale: Surprisingly, research indicates that these early middle school/junior high school years are critical in helping students commit to staying in school. For instance, students who are going to drop out of school have often made that decision as early as 7th grade, even if they don’t leave school for several more years. U. S. Department of Education has found that students who commit to Post-secondary education (PSE) by

8th grade are more likely to pursue PSE. At-risk literature suggests that a student must be able to visualize himself or herself graduating from high school and pursuing PSE before he or she can accomplish these goals.

What? In what activity will the student participate?

(1) Have a recording of “Pomp and Circumstance” playing as the students enter the classroom. As class begins ask the students if anyone of them know what this music symbolizes? Discuss briefly graduation and the year these students will graduate.

(2) **[5 minutes]** Visualization activity:

Tell the students that they are going to spend a few minutes imagining their high school graduation. Each student should close his or her eyes to make this activity more effective. Explain to the students that they may feel a little self-conscious or uncomfortable, but they need to just try this. Give students the following instructions to help them with the visualization:

- a. Relax. Close your eyes.
- b. Imagine the building where the graduation will be held. (Offer suggestions about the location for your area high schools--be specific)
- c. Visualize the color of your graduation robe. (Again suggest the colors of the local high schools--the more senses the students use the more effective the activity becomes.)
- d. Hear the music start as your class begins to walk into the auditorium (be specific). Who is in line in front of you? Who is behind you?
- e. See the audience. Who is there cheering you on? Family? Friends? See their faces and their happiness for you.
- f. Imagine how it feels to walk up to the stage. Hear the announcer call your name. Will it be different than the familiar name your family and friends use?
- g. Feel the good feelings and sense of accomplishment you have as the principal, school members and other dignitaries shake your hand and give you your diploma.
- h. As you return to your seat in the auditorium (be specific) what are the plans you are considering for your future? Think about those plans. What will it take to accomplish those plans?
- i. Relax. Take a minute. Open your eyes when you are ready.

(3) Tell the students that graduation is also called commencement which means beginning. What might you be beginning with high school graduation? Today we are using Career Futures for an activity called Flight School. Some of you probably imagine yourself as a pilot. What education program might help you realize that dream of being a pilot? Hold that thought--we are going to look at “Flight School.”

Hint: Students will stay involved with this computer facilitated discussion if you provide many examples, ask for student input or comments, and keep the discussion lively.


NOTE: The handout/transparencies guide for this activity was/were **not** designed to define the process for saving students' work electronically. You will need to discuss potential save options with the appropriate technical support personnel and define your process prior to student use of *Career Futures*. It is highly recommended that students have the opportunity to save their *Career Futures* sessions electronically so that they can be retrieved and built upon in future sessions, though saving this activity is not as critical as saving student interest (CDA #7), basic skills information (CDA #12) and their occupations search (CDA #14). No printing from the *Career Futures* program is needed for this activity.

(4) **[35 minutes]** The *Career Futures* Flight School activity, "Do You Have What It Takes?" can be used as a presentation with the teacher leading students though the information as they follow along at their individual computer stations.

Hint: The handouts/ transparencies, "Your Guide To Flight School," has step-by-step instructions for accessing this module, and some hints about where to click to find additional information available in the presentation. These transparencies are in the TLC resource box. You may want to be prepared to reinforce some of the following concepts presented in the Flight School module:

- % Five different levels of post-secondary education defined in *Career Futures*: a) Some High School; b) High School Graduation; c) Up to 2 Years Beyond High School; d) Bachelor's Degree; e) Master's, Doctoral, or Professional Degree.
- % Types of schools and training programs, and the degrees, certifications and diplomas awarded upon completion.
- % Apprenticeship programs.
- % Personal characteristics that play a role in academic success: a) Thinking Skills; b) Positive Attitude; c) Student Skills; d) Involvement; e) Emotional Health; f) Physical Health.

It may be most effective to reinforce these concepts by having the students complete "Your Guide to Flight School" RB 46 (Teacher Copy, 17.4) in the

Student Record Book 

Terms introduced in this module include:

- ! Benefits
- ! Perks
- ! Physically Demanding
- ! Unusual Working Hours
- ! Unpleasant Work Environment
- ! Pre-requisite courses
- ! Public Financial Aid
- ! Private Financial Aid

Allow students to try the “Education Quiz” on their own, as time allows. (The items are different each time it is administered.)

Tell students that they can use *Career Futures* to further explore the education requirements of many different occupations.

So What? What will the student learn as a result of participation in this activity?


[2 minutes] Students will identify tentative post-secondary goals, and further their understanding of how education impacts the work options they have available to them.

Ask the students: As we did this activity, what did you notice about the occupations that required the most training? Reinforce the dialogue questions:

- C Why is it important to choose an education level that is right for you?
- C Why do you think that people with higher levels of education are generally less likely to have periods of unemployment?
- C Why is it that, in general, the more education a person achieves the more their earnings will be?

Now What? What can the student do with this new information in regard to career development?

[2 minutes]

Have students open their “Chart Your Future” posters.  On the fuel pump, box # 18, there is a space for each student to identify an “Education Goal.” Tell students to write in the level of education that they hope to complete. They can be even more specific if they desire (identify a program of study, their anticipated major, etc.). Ask volunteers to tell about the education level that they identified as “right” for them, and reasons for their decision. Reinforce the idea that there are many jobs at every education level, and that the occupation that they choose may not require them to complete a degree, though most every “good” job will require skills and a positive attitude toward learning.

Students should be encouraged to learn more about post-secondary training and education programs, and the most common training related to the occupations in which they’re interested. In addition, students should review the types of courses available to them in high school, and how those courses connect to occupations.



Flight School

Note the Key Concepts!

1. The level of education you achieve has a direct impact on your future _____ and _____.
2. For one thing, people with higher levels of education generally make _____ money than people with less education.
3. Name a couple of occupations for which a person with less than a high school diploma may qualify: _____ or _____.
4. Occupations at the "less than high school diploma" level generally offer _____ and _____.
5. Many employers consider high graduation the absolute _____ level of education required for their workers, regardless of the job.
6. With your high school diploma in hand, you may qualify for these occupations: _____ and _____.
7. However, many of the occupations available to people with a high school diploma require that students take advantage of _____ to acquire the skills necessary to succeed.
8. Your _____ will help you map out a high school course plan connected to your career goals. You can track your progress toward achieving this plan in your *Career Futures* portfolio.
9. In Apprenticeship Training you spend most of your time _____, learning skills "hands-on" from a highly skilled teacher.
10. Generally, people who complete up to two years of education beyond high school will earn a _____ or _____ degree.
11. What types of schools offer diplomas or certificates for completing 1 or 2 years of education beyond high school? _____ or _____.
12. If you complete up to two years beyond high school, you may qualify for these occupations: _____ or _____.
13. "Ground School" suggests that a person's _____, _____, and _____ are all factors affecting chances for success.
14. Name a couple of occupations for which a Bachelor's degree is general required: _____ and _____.
15. If you make the grade for a graduate level degree, what occupations might be on your list? _____ or _____.

To what education level do you aspire?

Auto Mechanic
Host / Hostess
Teacher
Dentist
Bicycle Repairer
Typist

Registered Nurse
Athletic Trainer
Psychologist
Library Assistant
health
Specific courses
skills



lifestyle
S.E.O.P.
A.S. Degree
on-the-job
certificate
attitudes
diploma

career
more
less
technical schools
community colleges
no perks
few benefits